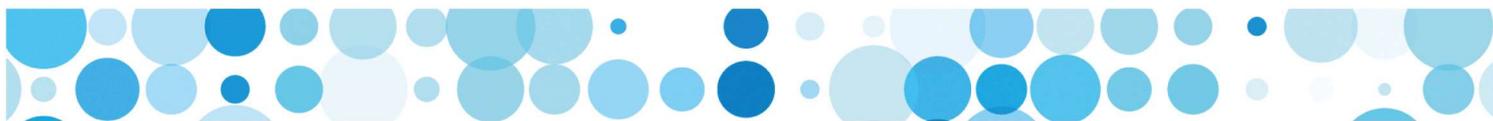


Pormpuraaw State School

Action Plan Final Report





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1. Introduction

This report is a product of a 12-month check-in review at **Pormpuraaw State School** on **18 March 2019**. It provides an evaluation of the school's performance against the 12-month action plan developed by the school in consultation with the Assistant Regional Director (ARD).

The 12-month check-in was completed by staff from the School Improvement Unit (SIU). For more information regarding the SIU and school reviews please visit the [website](#).

1.1 School context

Location:	Pormpuraaw St, Pormpuraaw
Education region:	Far North Queensland Region
Year opened:	1973
Year levels:	Early Childhood to Year 6
Enrolment:	99
Indigenous enrolment percentage:	95 per cent
Students with disability enrolment percentage:	15 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	640
Year principal appointed:	2018
Full-time equivalent teachers:	8
Significant partner schools:	Western Cape College, Kowanyama State School, Brighton Grammar School
Significant community partnerships:	Apunipima, Pormpur Paanthu Aboriginal Corporation, Pormpuraaw Art Centre, RISE, Pormpuraaw Aboriginal Shire Council (PASC), PASC Indigenous Land and Sea Rangers
Significant school programs:	Junior Rangers Program, Teaching Handwriting, Reading and Spelling Skills (THRASS), Healthy Habits, Healthy Kids – Apunipima



1.2 Review team

The review was conducted by:

Jenny Hart Senior reviewer, SIU (case manager)

Andrew Helton Senior reviewer

1.3 Contributing stakeholders

The following contributed to the 12-month review:

- a desktop review of the school's performance data and other school information
- consultation with the school's ARD
- a school visit of up to one day, and
- interviews with relevant staff, students, parents and community representatives, including:
 - Principal
 - Two instructional coaches
 - Five teachers



2. SIU monitoring

2.1 Action plan improvement strategies

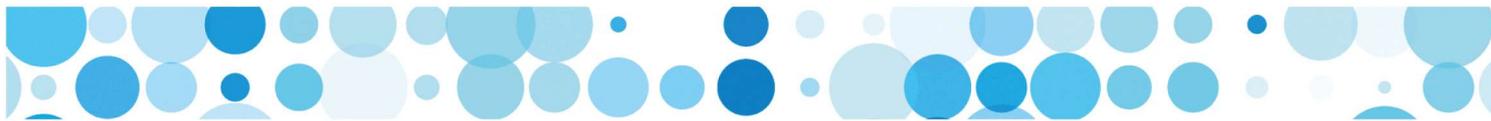
The 12-month review looked at how the school implemented the improvement strategies from the action plan with the support of the region.

- Develop a narrow and sharp Explicit Improvement Agenda (EIA) to include key strategies and achievable and measurable targets linked to individual student outcomes and term by term timelines.
- Collaboratively develop the school's agreed high-yield teaching strategies so teachers have a clear understanding for the consistent implementation of this aspect of a school-wide pedagogical framework.

2.2 Action plan check-ins

The 12-month review was preceded by the following visits:

Three month	May 2018
Six month	September 2018
Nine month	November 2018



3. Findings

3.1 School performance data

Student enrolment at the time of this report is 99. This encompasses students from kindergarten to Year 6.

Student attendance in 2019 year-to-date is 73.1 per cent with 49.5 per cent of students attending less than 85.0 per cent of school days. This compares to Semester 1 2018 data of 78.5 per cent attendance with 61.9 per cent of students attending less than 85.0 per cent and Semester 2 2018 data of 66.4 per cent attendance and 72.2 per cent of students attending less than 85.0 per cent of school days.

2018 National Assessment Plan – Literacy and Numeracy (NAPLAN) data for 2018 indicates Mean Scale Score (MSS) achievement in Year 3 and Year 5 in the priority improvement area of numeracy is similar to Similar Queensland State Schools (SQSS). In 2017 MSS achievement in numeracy was below SQSS for Years 3 and 5.

The percentage of students achieving at or above the National Minimum Standard (NMS) in the priority area of numeracy is below that of Queensland State Schools (QSS). Improvement is recorded for Year 3 from 36.4 per cent of students achieving NMS in numeracy in 2017 to 66.7 per cent of students achieving at or above NMS in numeracy in 2018. Year 5 students achieving NMS in numeracy was 30.0 per cent in 2017 and compares to 33.3 per cent of students achieving at or above NMS in numeracy in 2018.

School Opinion Survey (SOS) data for 2018 indicates staff overall satisfaction rating of 85.1 per cent in comparison to 91.5 per cent in 2017, and a Like Schools Group (LSG) rating of 88.8 per cent in 2018.

Staff satisfaction that student behaviour is well managed is 88.3 per cent in comparison to the LSG rate of 80.1 per cent. Staff satisfaction with morale is 50.0 per cent in 2018. This compares to 92.3 per cent satisfaction in 2017 and the LSG rate of 79.0 per cent in 2018.

Parent SOS 2018 data indicates that parents have an overall satisfaction rate for all survey items of 70.4 per cent. In regard to student behaviour being well managed parents indicate 50.0 per cent satisfaction in comparison to 97.4 per cent satisfaction in 2017. LSG parent satisfaction regarding behaviour management is 81.2 per cent.

Student satisfaction with their mathematical skills being developed is 100.0 per cent. They have an overall satisfaction rating for all survey items of 98.3. This compares to 92.5 per cent for the LSG. Student satisfaction with behaviour is 92.3 per cent and compares to the LSG satisfaction rate of 78.2 per cent.



3.2 Regional support

ARD support:

The school's ARD has provided ongoing support to the school and the principal. This support has focused on the key improvement actions as identified in the school's action plan and included:

- regular contact including visits to the school, face-to-face meetings at regional office, phone conversations and emails
- discussion on the implementation of the four-year strategic plan and action plan
- support to help the school develop their action plan to address the feedback at the three-month, six-month and nine-month check-ins
- establishment and monitoring of targets
- provision of support in data analysis including analysis of headline indicators and the data profile
- strengthening moderation procedures and best practice networks
- provision of observation and feedback for the leadership team and staff members
- coaching of the leadership team
- building community engagement

Regional support:

- Principal Advisor Teaching and Learning (PATaL) provided support that included:
 - development and documentation of a whole-school mathematics program
 - Professional Development (PD) for staff members regarding the Australian Curriculum (AC), assessment standards and Curriculum into the Classroom (C2C) marking guides
 - support for staff to develop mathematics assessment tasks and marking guides
 - ongoing support regarding Age-appropriate pedagogies (AAP)
 - moderation of mathematics assessment
 - modelling coaching for the school leadership team and provision of individual feedback to each leader based on their coaching
 - support for staff to identify and monitor the achievement of marker students



- The Regional Complex Behaviour Head of Department (HOD) provided support including:
 - PD for staff members
 - functional behaviour assessments for identified students
 - support for the development of a Positive Behaviour for Learning (PBL) school team
- Provision of support and training regarding multi-age unit planning
- PD for staff members regarding assessment and reporting
- Educational Support Funding program (ESFP) for children in care
- Senior Guidance Officer – Intensive Behaviour Support (GOIBS) and professional support for the school guidance officer
- Advisory teacher support for students with hearing impairment
- Early Years Coach support for the school kindergarten program

3.3 Observations and general findings

The 12-month implementation of the action plan was problematic for this small school. The majority of teachers and other leaders in the school including the master teacher and deputy principal/Head of Curriculum (HOC) left the school. The principal was constantly replacing classroom teachers between scheduled check in's. As such it was challenging to have continuous conversations with staff members regarding planned and actioned school improvement impacting on their practice and capability.

In an attempt to address the staff changeover the principal has allocated teaching numbers to fractional coaching positions this year. These positions provide daily classroom support to teachers. The strategy aims to assist classroom practice and support teacher wellbeing. The positions are additionally used to backfill staff absence as obtaining teacher relief staff is very difficult due to geographic isolation.

Teachers use multiple opportunities through the term to engage in co-planning the curriculum. Staff in 2018 co-planned with the principal or deputy principal. Opportunities provided on 2018 school professional development days offered newly appointed teachers information regarding the planning expectations of the school. These expectations are being supported by coaches aligned to each teacher.

The region has supported the school to access regional curriculum expertise throughout the 12 months of the action plan. Curriculum advisors have worked with staff throughout 2018 and are currently working with the coaches in 2019.

The region is supporting the school to access other professional learning including developing quality reading programs through the reading hub. This support has strengthened the capacity of teachers in the school and built some consistency of practice with teachers appointed to the school prior to 2019.



At this stage in the school year teachers feel supported by staff PD and through coaching support to undertake curriculum planning processes. Due to the level of experience of most of the teaching staff many teachers articulate the need for further close-level coaching and support to build their knowledge.

Classroom teachers are able to articulate the documented school-wide planning modes and processes. Each teacher has a planning folder that shows the alignment between achievement standards, content descriptors and Guide to Making Judgements (GTMJ) for English and mathematics.

Planning processes are adjusted to provide differentiated learning experiences and teaching foci to meet student learning needs. Teachers spend time with coaches to overview the planning and this is reinforced in day-to-day classroom visits.

Teachers create their own 'know', 'do' and 'think' tables to unpack the achievement standards and change student language to assist students in understanding the language and concepts of assessment tasks.

Teachers are building an assessment portfolio and are able to show and discuss current student achievement in formative and summative assessment tasks. Moderation processes have commenced in the school. Teachers are able to discuss how these processes are building their knowledge to assign Levels of Achievement (LOA). Moderation templates are developed.

The principal and coaches are seeking further resources to support teachers through regional edStudios and other online resources.

The principal has introduced observation and feedback processes. Throughout 2018 teachers watched best practice vignettes on lesson consolidations and completed feedback on this teaching practice. School-developed templates were utilised. Some teachers used the Swivl to video their practice and undertake self-reflection. Teachers were building confidence to show their videos to staff in staff meetings and have colleagues complete observation feedback.

Currently observation and feedback processes are provided informally. This is deemed appropriate at this time as four of the five classroom teachers are newly appointed to the school. Three of the four teachers are in their first year of teaching. Members of the teaching team articulate that more formal observation and feedback processes will be provided throughout the remainder of the year.

The two part-time instructional coaches are new to their roles. They are working through the book *Instructional Coaching*¹ to build their skills. Coaches are able to reflect on their personal growth as they read and discuss chapters of this book. The school is hoping to access the Centre for Learning and Wellbeing (CLAW) to provide coaching PD.

¹ Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.



Teachers used North Coast Region (NCR) diagnostic mathematics assessment to pre and post-test students' mathematical knowledge and understanding in 2018. A data wall of these mathematics results is on display in the school administration office. The data wall shows growth across all year levels. NCR data is yet to be collected, analysed and displayed for 2019. The principal is evaluating if NCR data or another mathematics diagnostic will be used in 2019.

The principal has developed an LOA data wall that is displayed in the office. Data discussions for 2019 have focused on identifying gaps and misconceptions in learning. This knowledge has allowed discussion for more purposeful teaching based on student need. This is particularly apparent in mathematics. The principal is leading further discussion regarding the need to build the language of mathematics through a problem solving approach. The principal is working in classrooms to model and discuss this work.

In 2018 the previous members of the leadership team commenced a mathematics project with identified marker students. Students who performed well in NAPLAN were selected for targeted mathematics instruction. Pre-tests were undertaken. Students attend twice a week targeted mathematics instruction based on NAPLAN item analysis. This work is continuing with teachers identifying marker students in some classes.

The school has invested in building the capability of teachers to undertake lesson consolidations. This work was a focus of the action plan in 2018. Staff meetings were used to revisit and refresh lesson consolidations. A consolidation observation form was developed.

Teachers were able to discuss the implementation of lesson consolidations that were expected practice throughout the check-ins in 2018. The principal is keen to continue this work as appropriate at the right time to build the capability of new teachers in the school.

Student goals are apparent in some classrooms. This work with new staff is an emerging practice. The school is yet to develop school-wide expectations in respect to this practice. Some teachers are able to discuss the use of learning goals.



4. Outcomes

The SIU recognises the emerging school improvements that have been initiated over the past twelve months.

The principal has endeavoured to continue the work of the action plan whilst undergoing significant human resource changeover in the school. All aspects of feedback from the three, six and nine-month check-ins have been actioned to some extent.

The school has developed clear and consistent expectations for curriculum planning. A Teaching and Learning Handbook has been developed to support school-wide expectations for data collection, curriculum planning and pedagogical practices.

The school is working to address staff turnover through using staffing allocations flexibly and effectively to provide daily support to newly appointed staff and first year teachers. These teachers speak highly of this support.

The school is refining the work of the coaches to include building their coaching capability. The principal is aware of the need to define and document the role of the coach. The principal is aware of the need to maintain the coaching roles and minimise the impact of coaches being called away from these duties to support student behaviour and other administration needs.

The leadership team is aware that the current work in the school aligned to mathematics and curriculum implementation is in its early stages with newly appointed staff. Dedicated time is required to build staff capability through coaching and professional learning in staff and team meetings.

The principal is aware of the need to focus on the embedding of PBL to support improved student behaviour and engagement. All staff speak of the challenges to support student behaviour and engagement that will lead to successful student learning.

The SIU recognises the significant challenges that remain in the school in regard to staff turnover and the required systematic development and implementation of supported, structured learning environments where student behaviour is positive and engaging.

The Regional Director and ARD are committed to continuing their close support and guidance for the leadership team at the school.

5. Conclusion

Based on the findings from the 12-month review, and information gathered at the previous three-month check-ins, the SIU concludes:

There is sufficient implementation of the key improvement strategies for the SIU to finalise its support and monitoring of the elements of the existing action plan at **Pormpuraaw State School**.